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ABSTRACT

The Literacy Learning Center Project, a project of the Meriden Public Library (Connecticut), targeted the educationally underserved and functionally illiterate, and involved recruitment, retention, space renovation, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted services, and English as a Second Language (ESL) programs. The project served a community size of 50,000 to 100,000. Tutoring was done one-on-one and in small groups, using the LVA method. Students took pre- and post-tests, and were interviewed to identify personal goals. The project raised community awareness of literacy issues and of the literacy center through public service announcements, promotional posters, and a speakers bureau that talked to social service agencies and service clubs. The project recruited 137 new students and 103 new tutors. A literacy center, the "Reading Zone," was created in the Meriden Public Library. Tutor training workshops were conducted with trainers from Literacy Volunteers of South Central Connecticut. In-service training sessions were held to up-grade tutor skills and to teach them to use the computer as a teaching tool. Includes the tutor training workshop schedule, in-service program schedule, sample of tutoring materials purchased, list of agency collaborators, and student profile form. (SWC)

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Meriden Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT
LSCA TITLE VI-LIBRARY LITERACY PROGRAM
CFDA NO. 84.167

LITERACY LEARNING CENTER PROJECT

PART 1: GENERAL INFORMATION

1. RECIPIENT ORGANIZATION: **MERIDEN PUBLIC LIBRARY**
105 MILLER ST.
MERIDEN, CT 06450

In Association with: Literacy Volunteers of So. Central CT
105 Miller St.
Meriden, CT 06450

2.REPORT PREPARED BY: **DR. BRUCE MACCABE**
PROJECT DIRECTOR
(203) 235-1714

3.GRANT NUMBER: **R167A20405**

4.AMOUNT AWARDED: **$34,500**
AMOUNT EXPENDED: **$34,500**

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
✓ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

✓ Recruitment
✓ Retention
✓ Space Renovation
✓ Coalition Building
✓ Public Awareness
✓ Training
___ Rural Oriented
✓ Basic Literacy
___ Other (describe)_____

✓ Collection Development
✓ Tutoring
✓ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
✓ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
✓ Other (describe) Emotionally Underserved Functionally Illiterate

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
✓ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ✓ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ✓ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)
All students were both pre and post tested using either LVA's R.E.A.D. (Reading Education Adult Diagnosis), E.S.L.O.A.C (English as a Second Language Oral Assessment) or the competency based CAPP (Certificate Performance Project) test.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)
Formal evaluation meeting were set up at six month intervals - 98% of students showed gains on standardized tests. All students made some gain toward personal goals or self esteem barometer. Exit exit interviews were conducted with each client to identify personal goals. Portfolios of student work were also maintained to track progress.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
✓ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
✓ other (describe)
student interview - assessment update

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 321 (New students, previous students, and others)
Of those served, how many received direct tutoring service? 137 New students
How many hours of direct tutoring service did they receive? 6152 hrs
How many new volunteer tutors were trained? 103
How many current volunteer tutors received additional training? 83
How many volunteer tutors (total) were involved? 241 (137 New, 104 continuing)
How many non-tutor volunteers were recruited? 26 New
How many service hours were provided by non-tutors? 1248 (Avg of 4 hrs per month)
How many librarians were oriented to literacy methods, materials, and students? 12
How many trainers of tutors were trained? 3

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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PART TWO-NARRATIVE

Objective A under goal I was to raise community awareness of literacy issues and of the literacy center. This was accomplished by a series of outreach tools. Four Public Service Announcements were created targeting student and tutor recruitment. Two were broadcasted on WMMW, the local radio station, and two were broadcasted on Dimension Cable's public access channel. The project also distributed over 95 posters to various locations throughout the area: these included all grocery stores, post offices, City Hall and social service agencies. A speakers bureau was created to bring the message of literacy to many area groups. Members of the speakers bureau included the project director, the library director, 2 members of the advisory board, 2 students and 3 community volunteers. A total of 26 talks were held with social service agencies and service clubs-stressing the importance of literacy on business, personalized students success stories and the reward of volunteerism. Some of the groups we spoke to include: Meriden Kiwani's, Meriden Rotary Club, Senior Citizens center, Meriden Community Action Agency, Battered Women's Shelter, High School National Honor Society, Meriden Postal Workers, ASFME, etc. As a result of our outreach we recruited 137 new students and 103 new tutors.

Objectives B and C of Goal I referred to outreach to the social service agencies and working closely with Literacy Volunteers. Using project staff and the previously mentioned speakers bureau we were able to speak to 23 social service providers. As you can see a great number of new tutors were recruited. Out of the 137 new students 82 were the result of agency referral- city welfare, YWCA and Headstart being the largest three referral sites. Additionally both the Corrections department and the local school system spoke to training classes about working with their clients. All recruited tutors were trained by Literacy Volunteer tutor trainers in all nine tutor training workshops were held-dates and locations of the workshops are attached.

Objective D of Goal I referred to holding an open house for city Notables to announce the Literacy Center's opening. The open house was held in February and had over 53 people in attendance. One direct result was the visit by the city manager of Meriden-who subsequently listed the center as a economic development resource in a city-wide brochure targeting business.

Objective A of Goal II called for the creation of a Literacy Center at the Meriden Public Library. "The Reading Zone" was created on the main floor of the library in a glass enclosed room with training space, tutorial space, office space and computer access. This has a guarantied appropriate meeting site for both newly trained tutors and previously trained volunteers. Much more informal interaction between staff and students and/or volunteers has been achieved. This has allowed for a greater monitoring of student progress and tutor development. It has also allowed for private interviewing space for incoming students. New students also get an opportunity to meet with students already getting help-this helps relieve some of the anxiety associated with starting a new activity.

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Objective B of Goal II was to hold 6 tutor training workshops. We were able to conduct 9 tutor training workshops with the help of trainers from Literacy Volunteers of South Central Connecticut. There were 5 Basic Reading workshops held and 4 English as a Second Language workshops. Each workshop consisted of at least 18 hours of instruction in such things as lesson planning, goal setting, phonic instruction, language experience technique, using sight words, student sensitivity and assessment methods. A list of time and dates of the workshops are attached.

Objective C and D of Goal II was to hold monthly in-service training to up grade tutor skills and to provide the capacity of computer assisted instruction. In all we held 10 in-service sessions on a variety of topics from material selection to coping with learning disabilities. Several of the monthly in-services dealt with how to use the computer as a teaching tool. We have two IBM compatible computers and over 25 software choices for tutors and students to choose from. Once a student has become proficient in basic computer safety they were able to sign up for practice on the computer between lessons. To date 27 tutor/student matches use the computer on a consistent basis. Many other students will come in for practice occasionally. A complete list of scheduled workshops is attached.

Each incoming student was given an assessment that included an oral interview and two formal assessments. At six month intervals formal post tests were administered by tutor or staff. Also progress toward personal students goals were measured. Each student enrolled in the program went up in formal testing or accomplished at lest one personal goal. Each students records are kept on file for the duration of their instructional period. We have attached the informational intake sheet to the oral interview.

The budget for the project remained virtually as projected except for an underrun in equipment expenses that was off set by an overrun in telephone service/installation costs. A copy of the proposed and final budget figures is also attached.

We also purchased a variety of library materials for use in the instruction of students. All were high interest, low level reading or ESL materials from a variety of publishers. All materials have been process into a growing adult new reader collection available to both program participants and the general public. Library staff help select the materials and both ordered and processed the books in the collection. The library staff that deal directly with the public were trained to assist in referral to the program. The library administrative staff served on the advisory panel as liaisons and a library board members was appointed to the advisory panel. Both the Library Director, Assistant Director and Board member participated in the speakers bureau and acted as a liaison to the city government. The local Friends of the Library group represented a fertile recruitment site for volunteers for both tutoring and public relations purposes. Additionally the library provide both the site and many support resources for the project. Because of the projects association with Literacy Volunteers the libraries in neighboring towns had access to the expertise developed during this project. Also since Literacy Volunteers provides off site service any client who could not use the library was able to get direct services.

TUTOR TRAINING WORKSHOP SCHEDULE-LSCA TITLE VI

Basic Reading:	Oct.2,Oct9	ESL:	Oct19,21,26,28 Nov.2,4
	Oct30,Nov6		Nov.27,Dec4
	Jan11,13,18,20,25,27		Jan 22,29
	April 4,6,11,13,18,20		Feb26,March5
	July18,20,25,27 Aug 1, 3		

IN-SERVICE PROGRAMS LSCA TITLE VI

Date	Topic
Oct 13	Learning Styles
Nov 10	Learning Disabilities
Jan 12	Intro. to Computer Learning
Feb 15	Whole Language Exercises
March 17	ESL Process Writing
April 20	Intro. to Computer Learning
May 25	Does your student need Glasses?
June 23	New Material Review
September 12	Reading exercises for ESL students
September 28	Computer Learning software Review

SAMPLES OF TUTORING MATERIALS PURCHASED

SIDE BY SIDE-English grammar through guided conversations-Molinsky & Bliss
BUILDING READING SKILLS-Comprehension Skills-Duffy & Roehler
BE AD-WISE-A Guide to Reading Ads-Canario
MEDICAL CARE-Competency based skill collection-Haeflinger
LIVING IN THE READER'S WORLD-A reading Program-Cambridge

AGENCY COLLABORATORS

	Assisted with:
Literacy Volunteers of So. Central CT-	Planning, Tutor training, Student Recruitment and Assessment,Advisory Bd
W.I.C.	Advisory Bd, referral of students
Dept. of Labor	Advisory Bd, Volunteer referral
Headstart	Advisory Bd, Student referral
MCAA	Student referral, volunteer outreach
Casa Boriqua	Advisory Bd, Student Referral, Job training
Board of Education(Adult Ed.)	Advisory Bd, Assisted in Training, referrals

LITERACY CENTER STUDENT PROFILE

NAME **DATE**
ADDRESS

PROGRAM TYPE: READING____ ESL____ OTHER_____
TUTOR'S NAME **STAFF**

TESTING RESULTS:

SELF IDENTIFIED STRENGTHS AND INTERESTS:

PERSONAL GOALS FOR TUTORING:

UPDATE NOTES:

CURRENT MATERIAL IN USE:

ACTION TO BE TAKEN(if any):